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| Common Core Anchor Standard (SL.4): Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience. | | MAIN ACADEMIC DEMAND <i>Present Information, Findings and Supportive Evidence Appropriate to Task, Purpose and Audience</i> | | | | |
| Common Core Grade 9–10 Standard (SL.9–10.4): Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task. | | GRADE LEVEL ACADEMIC DEMAND <i>Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence</i> | | | | |
| 5 Levels of Language Development | Entering (Beginner) | Emerging (Low Intermediate) | Transitioning (High Intermediate) | Expanding (Advanced) | Commanding (Proficient) | |
| When acquiring a new language, using grade level texts and appropriate supports, students are able to: | | | | | | |
| RECEPTIVE | Oracy and Literacy Links | Listening-Centered Activity: Organize <i>pretaught words on a presentation outline</i> to identify the task (organization), purpose (why is the author writing this text) and audience (who are the readers), as a teacher reads aloud in <i>partnership and/or teacher-led small groups</i> | Listening-Centered Activity: Organize <i>preidentified words and phrases on a presentation outline</i> to identify the task (organization), purpose (why is the author writing this text) and audience (who are the readers), as a teacher reads aloud in <i>partnership and/or small groups</i> | Listening-Centered Activity: Organize <i>information, using a bank of phrases and short sentences, on a presentation outline</i> to identify the task (organization), purpose (why is the author writing this text) and audience (who are the readers), as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i> | Listening-Centered Activity: Organize <i>information, using a glossary, on a presentation outline</i> to identify the task (organization), purpose (why is the author writing this text) and audience (who are the readers), as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i> | Listening-Centered Activity: Organize <i>information independently in a note-taking guide</i> to identify the task (organization), purpose (why is the author writing this text) and audience (who are the readers), as a teacher reads aloud in <i>partnership, small group and/or whole class settings</i> |
| | | Reading-Centered Activity: Organize <i>pretaught words on a main-idea-and-supporting-evidence graphic organizer</i> to identify facts and supporting evidence | Reading-Centered Activity: Organize <i>preidentified words and phrases on a main-idea-and-supporting-evidence graphic organizer</i> to identify facts and supporting evidence | Reading-Centered Activity: Organize <i>information, using a bank of phrases and short sentences, on a main-idea-and-supporting-evidence graphic organizer</i> to identify facts and supporting evidence | Reading-Centered Activity: Organize <i>information, using a glossary, on a main-idea-and-supporting-evidence graphic organizer</i> to identify facts and supporting evidence | Reading-Centered Activity: Organize <i>information independently in a note-taking guide</i> to identify facts and supporting evidence |
| | | <i>in the new and/or the home language.</i> | <i>in the new and/or the home language.</i> | <i>in the new and, occasionally, in the home language.</i> | <i>in the new language.</i> | <i>in the new language.</i> |

| 5 Levels of Language Development | | Entering (Beginner) | Emerging (Low Intermediate) | Transitioning (High Intermediate) | Expanding (Advanced) | Commanding (Proficient) |
|----------------------------------|---------------------------------|--|--|--|---|--|
| PRODUCTIVE | Oracy and Literacy Links | <p>Speaking-Centered Activity: Use <i>pretaught words</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that present information appropriate to task, purpose and audience, in <i>partnership and/or teacher-led small groups</i></p> | <p>Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete <i>sentence starters</i> that present information appropriate to task, purpose and audience, in <i>partnership and/or small groups</i></p> | <p>Speaking-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to present information appropriate to task, purpose and audience, in <i>partnership, small group and/or whole class settings</i></p> | <p>Speaking-Centered Activity: Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to present information appropriate to task, purpose and audience, in <i>partnership, small group and/or whole class settings</i></p> | <p>Speaking-Centered Activity: Use the <i>previously developed notes</i> to independently present information appropriate to task, purpose and audience, in <i>partnership, small group and/or whole class settings</i></p> |
| | | <p>Writing-Centered Activity: Use <i>pretaught words</i> to complete <i>cloze paragraphs</i> that present information with coherent reasoning and evidence</p> | <p>Writing-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to write <i>two or more paragraphs</i> that present information with coherent reasoning and evidence</p> | <p>Writing-Centered Activity: Use a <i>bank of phrases and short sentences</i> and the <i>previously completed graphic organizers</i> to write a <i>short essay</i> that presents information with coherent reasoning and evidence</p> | <p>Writing-Centered Activity: Use a <i>glossary</i> and the <i>previously completed graphic organizers</i> to write an <i>essay</i> that presents information with coherent reasoning and evidence</p> | <p>Writing-Centered Activity: Use the <i>previously developed notes</i> to independently write an <i>essay</i> that presents information with coherent reasoning and evidence</p> |
| | | <p>in the <i>new and/or the home language</i>.</p> | <p>in the <i>new and/or the home language</i>.</p> | <p>in the <i>new and, occasionally, in the home language</i>.</p> | <p>in the <i>new language</i>.</p> | <p>in the <i>new language</i>.</p> |

Common Core Grade 9–10 Standard (SL.9–10.4): Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.

GRADE LEVEL ACADEMIC DEMAND
Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence

Linguistic Demands: The following are examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Identify findings (facts).
- Use nouns and associated pronouns (e.g., I, we) to describe the subject.
- Use transitional words and phrases that focus on presenting evidence (e.g., perhaps, but, if) in a coherent manner.
- Use words and phrases that are appropriate to the purpose (reason for the presentation), audience (to whom is it addressed) and task (kind of presentation).

Example to Address the Linguistic Demands

Text Excerpt

This is an excerpt of the speech given by King George VI to his people in Britain and throughout the British Empire, immediately after Britain’s Declaration of War against Germany on September 3, 1939:

In this grave hour, perhaps the most fateful in our history, *I* send to every household of *my* peoples, both at home and overseas, this message, spoken with the same depth of feeling for each one of you as if *I* were able to cross your threshold and speak to *you myself*. **For the second time in the lives of most of us, we are at war.** Over and over again, **we have tried to find a peaceful way out of the differences between ourselves and those who are now our enemies; but it has been in vain.** *We* have been forced into a conflict, for *we* are called, with *our* allies, to meet the challenge of a principle which, if it were to prevail, would be fatal to any civilized order in the world. **It is a principle which permits a state, in the selfish pursuit of power, to disregard its treaties and its solemn pledges, which sanctions the use of force or threat of force against the sovereignty and independence of other states.** Such a principle, stripped of all disguise, is surely the mere primitive doctrine that might is right, and if this principle were established through the world, the freedom of *our* own country and of the whole British Commonwealth of Nations would be in danger. But far more than this, the *peoples* of the world would be kept in bondage of fear, and all hopes of settled peace and of the security, of justice and liberty, among nations, would be ended. **This is the ultimate issue which confronts us.** For the sake of all that *we* ourselves hold dear, and of the world order and peace, it is unthinkable that *we* should refuse to meet the challenge. It is to this high purpose that *I* now call *my* people at home, and *my* people across the seas, who will make our cause *their* own. *I* ask them to stand calm and firm and united in this time of trial.

The king’s speech. Retrived from www.awesomestories.com/assets/george-vi-sep-3-1939

Teacher Directions

Analyze in whole class or small groups how a text presents information logically and clearly in terms of task, purpose and audience:

- Identify findings (facts) (**bold**) (e.g., **For the second time in the lives of most of us, we are at war.**).
- Use nouns and associated pronouns (*italics*) (e.g., *I, we, our*) to describe the subject.
- Use transitional words and phrases that focus on presenting evidence (underline) (e.g., perhaps, but, if) to present points in a coherent manner.
- Use words and phrases that are appropriate to the purpose (reason for the presentation) (in this case an exhortation by King George VI to remain united in the face of war), audience (to whom is it addressed) (in this case, the British people and the Commonwealth) and task (kind of presentation) (in this case, a speech delivered using the radio).